



Autumn Term 1

Whole School topic 'Earth Matters'- Year 6 Sustainability

| History | Geography | Art | Design and Technology |
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| | <p>Children will:</p> <ul style="list-style-type: none"> • Discover the impact of food waste • Learn about what is being done in the UK to reduce food waste • Learn about what can be done to reduce our own food waste • Learn where our food comes from • Learn about the environmental impact of transporting food • Discover ways to reduce these impacts • Learn about why food needs packaging • Learn about impacts of packaging types • Recap how and where we can recycle • Learn about why we use so much plastic • Discover the problems with plastic • Look at what is being done by companies and the government to tackle the plastic problem • Learn about how our school can become more sustainable | | <p>Children will:</p> <ul style="list-style-type: none"> • Work collaboratively to identify how they can fulfil the needs of the inhabitants of their city • Use inspiration from other cities around the world to include in their city planning • Work collaboratively to plan their sustainable city. Produce a plan drawing to scale with a key. • Include their research of other sustainable cities in their plans. Draw an exploded diagram. • Create a 3D building for their city • Draw landmarks and features e.g. rivers around their 3D models. Recognise the essential things that are needed for a city and its inhabitants to survive. • Understanding the word sustainability and how cities need to be more sustainable, create a carefully considered city charter. • Identify how inhabitants of cities all need to work together to create a more sustainable city. Produce and present a city charter to the class. |

Key drivers of the curriculum

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| Aspirations | Global citizenship | Wellbeing |
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| <ul style="list-style-type: none"> • DT - Designing a sustainable city • Geography - Renewable energy/plastic solutions | <ul style="list-style-type: none"> • The impact of our actions on the environment • Becoming a more informed consumer | <ul style="list-style-type: none"> • Making a positive impact on the environment both at home, school and in the local community |
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Core links through the curriculum.

Basic Skills

Real World Applications

| English | Numeracy | Using Technology including Computer Science | Science |
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| <p><u>Key texts</u></p> | <ul style="list-style-type: none"> • DT - Measuring materials when cutting • Geography - Calculating total number of air miles by a particular product | <ul style="list-style-type: none"> • Researching single-use plastics | <ul style="list-style-type: none"> • Learning about life cycles, linking to any environmental problems that animals may face |
| <p><u>Writing opportunities</u></p> <ul style="list-style-type: none"> • Creating City Charter • Letter to local businesses regarding single-use plastics | | | |
| <p><u>Reading opportunities</u></p> <p>Internet Research Single-use plastic</p> <p>This Book will (Help) Cool the Climate- Isabel Thomas</p> <p>Be the Change: Poems to help you save the World- Liz Brownlee</p> | | | |

| Objectives | Activities |
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| Geography: | |
| <p>I can understand how food production is influenced by climate.</p> <p>I can understand that products we use are imported as well as locally produced.</p> <p>I can understand where our energy and natural resources come from</p> <p>I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>I can explain several threats to wildlife/habitats.</p> | <ul style="list-style-type: none"> - Analyse impact of food waste - Learning about where our food comes from and how far it must travel - Explore different types of food packaging and explore what is and is not recyclable - Explore the impact of plastic pollution - Explore our own use of natural resources in school and conduct a survey |
| ICT: | |
| <p>I can solve problems by decomposing them into smaller parts.</p> | <ul style="list-style-type: none"> - Using scratch, children will explore various ways of making it move on screen by providing it with certain 'controls' - Take part in Barclays 'Digital Playground' event |
| D&T | |
| <p>I can identify the needs and wants and preferences of a market</p> <p>I can justify my plans and ideas.</p> <p>I can compare ideas to an original design brief.</p> <p>I can make refinements to the product.</p> | <ul style="list-style-type: none"> - Children to design and create their very own Green City which incorporates as many elements of sustainability as possible. Children should use their knowledge of renewable energy and all forms of pollution to create as green a city as possible. Children will also create a charter for inhabitants of their city to abide by. |